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| **TEACHER YEAR GROUP(S)**  Mary Cuming Year 1 - 3  Nicki Fielder Year 4 - 8 |
| ***Focus for Inquiry***  To raise student achievement in reading by improving teacher effectiveness. |

**TEACHING AS INQUIRY PLAN**

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| **FOCUS JUSTIFICATION- Why have I chosen this area?**  ***What is the data/information/observations/evidence telling me about my student’s achievement in my focus area?***   * STAR – Main gaps were in Paragraph comprehension * Most students found their goal in both the listening and Comprehension PAT’s was to improve their use of clues to answer the local inference questions. * Students are getting better at consciously looking for clues to improve understanding unknown words, phrases and meaning of text. They will benefit from a structured focus. | | |
| **Who are the students I will use to monitor the success of my teaching focus?**   |  |  |  |  | | --- | --- | --- | --- | | March 2011 | Lacey | Charlotte | Logan | | RR  Accuracy  Retell  Comp | *8–8.5*  98  16.6  37.5 | *8.5-9*  98  27.7  65 | *8-8.5*  97  27.7  42.5 | | PAT  List | 7 | 7 | 8 | | PAT  Comp | 5 | 6 | 7 | | PAT  Vocab | 4 | 7 | 5 | | STAR | 4 | 6 | 6 |  |  |  |  |  | | --- | --- | --- | --- | | March 2011 | Derek | Keanu | Pixel | | RR  Acc  Retell  Comp | 5 | 6-7 | 5-6 | | PAT  List |  | 4 | 6 | | STAR |  |  |  | | **ACHIEVEMENT TARGET**  **Why have I chosen them?**  Listening Comprehension results show they have good understanding of text.  When reading themselves (e.g. Running Records, PAT Reading Comprehension, STAR, Running records) the results were lower.  **What are their specific needs?**  Use of linguistic and knowledge cues in text to improve comprehension  Develop meaning in text by using strategies such as reading on,  re-reading  Transfer strategies, skills and knowledge between oral, reading and writing | **What achievement progress do I predict for my target students?**   |  |  |  |  | | --- | --- | --- | --- | | March 2012 | Lacey | Charlotte | Logan | | RR  Accuracy  Retell  Comp | 9 - 10 | 9 - 10 | 9 - 10 | | PAT  List |  |  |  | | PAT  Comp |  |  |  | | PAT  Vocab |  |  |  | | STAR |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | March 2012 | Derek | Keanu | Pixel | | RR  Acc  Retell  Comp | 5.5 – 6.5 | 7 - 8 | 6 - 7 | | PAT  List |  |  |  | | STAR |  |  |  | |

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| **CRAFT KNOWLEDGE – WHAT DOES MY EXPERIENCE TELL ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?**   * Integrate reading into real learning opportunities as they are motivated to understand what they read * Cooperative learning where they support and encourage one another has led to accelerated progress * Exposure and interaction with rich and varied printed text * Teach reading strategies through guided instructional lessons * Discussion about strategies used as these students have different learning styles | |
| **KEY ELEMENTS TO FOCUS ON BASED ON MY CRAFT KNOWLEDGE**   * Comprehension strategies | **WHAT WILL I ACTUALLY DO BASED ON MY EXPERIENCE?**   * Make teaching of comprehension strategies explicit * Teach strategies eg decoding/ encoding * Each student to have identified goals co-constructed and shared with parents. * Visual prompts * Use comprehension strategies in authentic reading contexts and current learning. * Teach spelling and vocabulary as part of the literacy programme. * Read quality text to the students and use think aloud strategy to build understanding |

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| **EFFECTIVE PEDAGOGY KNOWLEDGE – WHAT DOES MY EXPERIENCE OF EFFECTIVE PEDAGOGY TELL ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?**   * Use teacher enquiry cycle | |
| **KEY ELEMENTS TO FOCUS ON BASED ON COLLEAGUE CRAFT KNOWLEDGE** | **WHAT WILL I ACTUALLY DO BASED ON EFFECTIVE PEDAGOGY?**   * Planning according to daily needs – formative teaching * Focus on noticing the impact of my teaching actions on my students learning * Ongoing documented reflection and action using the teacher enquiry model. |

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| **RESEARCH KNOWLEDGE SOURCES- (READINGS, PROFESSIONAL DEVELOPMENT,RESEARCH,FACILITATORS ETC) WHAT DOES RESEARCH KNOWLEDGE OFFER ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?**  Alison Davis – Strategies for explicit teaching of comprehension (Read book and attended 1 day course to enhance teacher learning)  Sheena Cameron - Strategies for explicit teaching of comprehension (To be looked into further) | |
| **KEY ELEMENTS TO FOCUS ON BASED ON RESEARCH KNOWLEDGE** | **WHAT WILL I ACTUALLY DO BASED ON RESEARCH KNOWLEDGE?**  See Craft Knowledge section |

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| **SUMMATIVE ACHIEVEMENT FINDINGS**   |  |  |  |  | | --- | --- | --- | --- | | March 2011 | Lacey | Charlotte | Logan | | RR  Accuracy  Retell  Comp | ***8–8.5***  98  16.6  37.5 | ***8.5-9***  98  27.7  65 | ***8-8.5***  97  27.7  42.5 | | October 2011 |  |  |  | | RR  Accuracy  Retell  Comp | **9 – 10**  99.5  66.6  75 | **10 – 11**  99.6  83.3  95 | **9 – 10**  98  52.7  69.4 |   **Lacey:** Excellent accuracy at this level. Rereads if unsure. Next step: Check for understanding  **Charlotte:** Great accuracy and fluency at this level. Next step: Check for understanding  **Logan:** Excellent accuracy and fluency developing well. Next step: Inferring + Check for understanding |
| **WHAT STRATEGIES HAVE MADE A DIFFERENCE TO MY STUDENTS LEARNING?**   * Continue enquiry into effectiveness of teaching * Breaking teaching into smaller learning goals with regular reflection * Discussing and explicitly practising comprehension strategies with students |
| **HOW HAS MY PRACTICE CHANGED?**   * Students are more aware of their specific goals for improvement * Modelled sharing on our writing programme sharing which has been effective – celebrate good reading practice * Used reading comprehension vocabulary more explicitly with students * Consciously used ’think aloud’ to model good reading |
| **WHAT HAS CONTRIBUTED MOST TO MY LEARNING AS A TEACHER?**   * Focussed use of our enquiry cycle * Ability to adapt teaching to meet the needs of students including students who are not part of my target group * Professional reading and courses |
| **WHAT CAN I TAKE FROM THIS INQUIRY AND APPLY ELSEWHERE IN MY TEACHING?**   * Taken effective teaching strategies from elsewhere in my teaching to benefit this enquiry * Continue to break down learning into achievable goals * Student progress and achievement and progress is most accelerated when they own learning and next step |